**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  **2nd** | | | **Date(s)**: Day 3 |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:**   |  | | --- | | Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words. | | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?   |  |  | | --- | --- | | How do you know the value of a number?   |  | | --- | | How do patterns help me skip count? | | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Overhead  Overhead base 10 blocks   |  | | --- | | *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | | **Student:**  **Base ten blocks** | | | |  | | --- | | place value  hundreds  tens  ones skip count  counting on | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1**  *Understand that the 3-digit of a 3-digit number represent the amount of hundreds, tens,*  *and ones.*   |  |  | | --- | --- | | |  | | --- | | ***2.NBT.3***  *Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.)* | | | | | | | |
| **I Can Statement(s):**  **Use my knowledge of base-ten model drawings to complete a hundreds, tens, and ones chart** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  The PTA president has challenged us with helping her again today. She said that the principal wants her to now use a hundreds, tens, and ones chart to turn in her information. | | | | | |
| **Teacher Directed:**  **Put a number on the overhead (457) with base-ten blocks. Model using the hundreds, tens, and ones chart and placing the number in the correct place value position.** | | | | | |
| **Guided Practice:**  **Give students base-ten blocks and have them make given number (246, 687, 195). After each number stop and have them write the number on a HTO chart.** | | | | | |
| **Independent Practice:**  **Teacher made sheet (Kitty Cat sheet for us)** | | | | | |
| **Closing/Summarizing Strategy:**  **Review of today’s lesson. I received an email from the PTA president and the principal telling us that they are impressed with how well we have completed the two tasks (jobs) they have given us recently. They were so impressed with our ability that they have one more job for us, but this job requires an extra skill, the skill of spelling. What does spelling have to do with math?** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | Use base-ten blocks to model the number in more than one way. | | | | |  |  | | --- | --- | | Limit the number of items to show representations to only 2 or 3.  Do one column at a time for each item. |  | | | | Pre-teach vocabulary: ***represent***  Include number words and place value chart in students’ personal dictionaries. |
| **Assessment(s): Review Independent Practice** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |